

*A*NUAL REPORT TO
THE MINISTER, 1992



*George Brown's mission is to be
a student-oriented, multicultural,
highly diversified, innovative centre
of learning in central Metropolitan
Toronto, providing high-quality
education, training, research,
development and social services
with integrity, professionalism and
a sense of caring.*



ANNUAL REPORT TO THE MINISTER OF COLLEGES AND UNIVERSITIES

THE PAST YEAR has presented many challenges for George Brown and the Toronto community. The economic recession, high unemployment and a permanent restructuring of the labour market have created an urgent need for services such as retraining and counselling. At the same time, the college continues to face severe financial constraints.

Through the development of several key strategic directions, George Brown has positioned itself to respond quickly and effectively to the changing nature of training and employment in Ontario and to the complex needs of the multicultural community of Toronto.

We are developing an academic plan that will shape the identity of the college and guide college development in the future. We are pursuing initiatives intended to increase the college's level of training activity, for both the public and the private sectors. And with a new School of Labour, Apprenticeship Support Office, Training and Employment Services Department and Aboriginal Employment Counselling and Career Planning Project, we are continuing to increase access and support for all community members, especially non-traditional learners.

At the same time, in an effort to find ways to offset funding losses, we are working to increase the cost-effectiveness of our operation by involving all college constituents in developing our financial strategies, and by creating a campus development plan for consolidating of physical space.

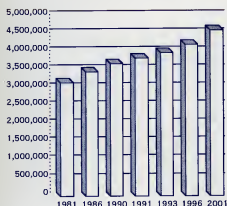
All of these initiatives — and others mentioned in this report — demonstrate George Brown's ongoing commitment to the Toronto community.

While this report does not include all our achievements over the past year, it provides a synopsis of major initiatives and an overview of our strategic directions for the next several years. We look forward to communicating further development in these areas in future annual reports.

DAVID PRATLEY,
CHAIRPERSON,
BOARD OF GOVERNORS

JOHN RANKIN,
PRESIDENT

CITY OF TORONTO POPULATION ACTUAL AND PROJECTED



SOURCE: STATISTICS CANADA 1986 CENSUS;
COMPUSEARCH RESEARCH LIMITED, NOVEMBER 1991

WE CALL GEORGE BROWN 'the city college', which says a great deal about our strong connection to the city of Toronto. Because of our community mandate, the economic and social environment of Toronto has a significant impact on the way in which the college operates. The goals and strategic directions of the college, which are outlined later in this report, have been developed within this context. Following are the most significant aspects of the external environment, and some of the ways in which they are reflected in our internal environment.

ECONOMIC RECESSION, RESTRUCTURING AND UNEMPLOYMENT:

Canada, and Ontario in particular, continues to be plagued by economic recession. This, coupled with the permanent restructuring of many relationships within the economy, has had a severe impact on Toronto. Unemployment rates for the city exceed the average for Ontario and, unlike in previous recessions, many job losses will be permanent. Recent figures indicate that 33 per cent of all laid-off employees in the province are from the Toronto area. Job losses have affected every sector, although manufacturing has been hardest hit.

The economic forecast for the Toronto area over the next few years is for slow employment growth and persisting high unemployment, consistent with the gradual recovery of the general economy, according to the office of the Regional Economist for Canada Employment and Immigration.

At a time when the needs of the community are especially great, George Brown College faces its own financial challenges. In light of lower increases in provincial operating grants and a potential 44 per cent decrease in federal training purchases, George Brown has budgeted for planned deficits and must remove \$8 million in baseline expenditures over the next three years. At the same time, we are committed to developing innovative and cost-effective ways to respond directly to the retraining needs of a community facing tremendous unemployment.

We hope that in the long term, opportunities presented by the new Ontario Training and Adjustment Board (OTAB) will help offset our significant revenue losses and associated staff layoffs and dislocation.

CULTURAL AND RACIAL DIVERSITY:

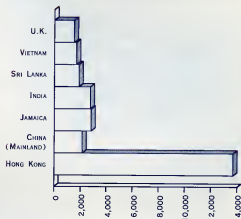
George Brown College is located in the heart of the most multiracial and multicultural community in Canada. People from more than 70 different ethnic groups live and work in Toronto, with Italians, Chinese, South Asians, Greeks and West Indians among the predominant groups. More than 100 different languages are spoken. As of 1986, a full 29 per cent of the population of the city indicated they spoke a mother tongue other than English or French.

In addition, about one-third of all the immigrants to Canada in 1990 — almost 65,000 people — settled in Toronto. This trend is expected to continue.

Racial tension erupted in the city last spring following riots in Los Angeles where a controversial court ruling was made. The provincial government responded by appointing Stephen Lewis an advisor on race relations. Among the recommendations made by Mr. Lewis, and supported by Premier Bob Rae, were an accelerated introduction of employment equity legislation and endorsement of the harassment and discrimination policy proposed by the Council of Regents for the community college system.

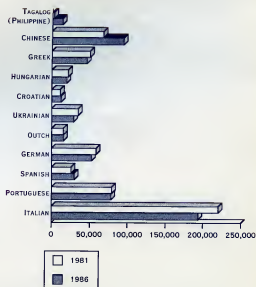
Internally, the college has responded to its multicultural community with the development of a comprehensive race and ethnic relations policy two years ago, and the hiring of a Human Rights Advisor to the President last year — the first college in Ontario to do so — to advise on all matters affecting the respect and protection of human rights at the college. This year, we assisted more than 200 visible minority youth to find summer employment through the Jobs Ontario Youth (JOY) program.

MAJOR SOURCES OF IMMIGRANTS — METROPOLITAN TORONTO, 1990



SOURCE: ONTARIO MINISTRY OF CITIZENSHIP
ETHNOCULTURAL DATABASE, 1991

OTHER TONGUE GROUPS — TORONTO CENSUS METROPOLITAN AREA, 1981-1986



SOURCE: METROPOLITAN TORONTO BUSINESS AND
MARKETING GUIDE, 1992

OVER THE NEXT three to five years, George Brown College will focus on developing or initiating the following strategic directions:

• **DEVELOPING AND ENSURING EDUCATIONAL EXCELLENCE.**

Recognizing the changing nature of training and employment in Ontario, George Brown College is **developing a strategic planning process** that will guide college development into the future. The key component of the process is the creation of an academic plan, a master framework that will shape the academic identity of the college and serve as the driving force behind the other aspects of the strategic plan, including finances, facilities and human resources planning.

The plan will be developed with participation from across the college community. A steering committee is guiding the process with four subcommittees devoted to critical issues of programming, general education, learning resources, and access and student services. The plan will determine how George Brown College, as an institution of learning, can best serve its community. It will include such issues as what programs should be offered and how, what support mechanisms are required, how new programs are to be developed, and what is needed for development and currency of faculty and curriculum. General education, access, equity and the application of human rights, English language training, and recommendations regarding the implementation of College Standards and Accreditation Council (CSAC) directives will be essential elements of the plan.

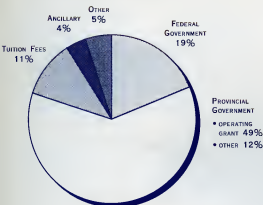
As part of the annual review of the academic plan there will be an ongoing program review to systematically review and assess all college programs, including access and continuing education programs. This process will assist the college in assuring that there is consistent, high-quality programming in all academic areas.

• **INCREASING THE COLLEGE'S LEVEL OF TRAINING ACTIVITY FOR THE PUBLIC AND PRIVATE SECTORS.**

As a college that derives just over half of its revenue from sources other than the provincial operating grant, it is essential that George Brown develop and maintain a position as 'trainer of choice' in Toronto. With the creation of OTAB and federal initiatives to reduce direct training purchases, George Brown College has been actively developing new strategies and pursuing new alliances that will better position the college to take advantage of alternative training opportunities. Some of the major initiatives in this area include:

COLLEGE RESTRUCTURING. George Brown recently modified its organizational structure to more aggressively pursue public- and private-sector training opportunities. The chair of the Training and Employment Services Department assumed lead responsibility for responding to publicly funded initiatives; a new director of Employer Services will seek out new strategic alliances and training opportunities with the private sector; and the manager of Training Services will continue to coordinate Direct Purchase Option programs, Toronto Advisory Committee on Employment Training (TACET) and apprenticeship purchases.

OPERATING BUDGET REVENUES
1992-1993 (ESTIMATED)



SOURCE OF FUNDS

FEDERAL GOVERNMENT	
APPRENTICE	10,276,000
DIRECT PURCHASE	11,000,000
OTHER	1,460,000
SUB-TOTAL	22,736,000
PROVINCIAL GOVERNMENT	
OPERATING GRANT	57,968,000
OTHER	14,413,000
SUB-TOTAL	72,381,000
TUITION FEES	13,101,000
ANCILLARY	4,372,000
OTHER	5,850,000
TOTAL	118,440,000

TRAINING COUNCIL. A new Training Council — including management, faculty and support staff members — will be formed to bring the resources of the college together in a coordinated effort to increase training activity. The council will: act as a central information clearinghouse for all public- and private-sector training purchases; provide ongoing professional development in the design, marketing and delivery of training; develop models for strategic alliances; and develop an incentive system to fund continued growth and development of training initiatives within college divisions.

COLLEGE CONSORTIUM. George Brown has been a leader in working with the three other Metro Toronto colleges to create a Metro college consortium as a powerful way of responding to new federal, provincial and local training opportunities. The consortium has received provincial funding under the Transitions Assistance fund. Among the projects of the consortium: a proposal to OTAB to provide a Metro-wide college delivery mechanism for the new Jobs Ontario program; an inventory of all programs and courses that could be offered through the consortium, along with the development of common standards and costing structure; and development of a marketing strategy to position the consortium in its relationship to OTAB and the local board.

• STRIVING FOR MORE COST-EFFECTIVE OPERATION.

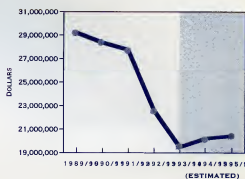
The college is now in its third year of deficit and projections indicate that severe financial constraints will continue to challenge George Brown as a result of reduced federal training revenue, reduced apprenticeship activity, and provincial operating grants of one, two and two per cent per year in the next three years.

In an effort to find ways to offset funding losses, the college remains committed to removing \$8 million in baseline expenditures over a three-year period. As part of that effort, George Brown has launched these initiatives:

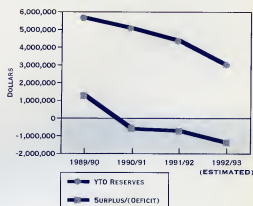
BUDGET COMMITTEE. The college has established a budget committee made up of administrators as well as support staff and academic union representatives. The mandate of the committee is to help find ways to balance the budget and to make recommendations to management committee.

CAMPUS DEVELOPMENT PLAN. The need to be more cost-effective, combined with the need to improve the physical environment of the college because of aging and deteriorating facilities, led to the creation of the campus development plan. After a thorough review, the college has identified the potential for improved use of space and reduced maintenance costs by consolidating all college programs at Casa Loma and St. James campuses over the next five years. The college's two smaller campuses — Kensington and Nightingale — would close. George Brown has asked the provincial government to approve and fund the plan and will implement it as resources allow. A master space plan is currently being configured with input from staff and students from across the college.

FEDERAL FUNDING TREND



SURPLUS/(DEFICIT) AND RESERVES POSITION



**• FOSTERING A CULTURE OF EQUITY
AND RESPECT FOR HUMAN RIGHTS.**

As a community college operating in a culturally and racially diverse community, George Brown is committed to an environment where all employees and students can work and learn free from racism, sexism, harassment and discrimination. In creating such an environment, the college continues to place a strong emphasis on developing a culture of equity and respect for human rights. One of our major recent initiatives in this area is the **Taskforce on Equity**. It was created to coordinate critical equity initiatives over the next several years. With representation from senior executives, union, student and College Council leadership, and the Human Rights Advisor to the President, the taskforce will work to fulfill objectives in three main equity areas: 1. To fully implement, complete with training, the college's race and ethnic relations policy. 2. To coordinate and support employment equity initiatives. 3. To integrate an aggressive education equity plan into the academic plan.

• DEVELOPING HUMAN RESOURCES.

Recognizing that the college's greatest source of strength is its people, a key strategic direction is the continued development of human resources at George Brown. Among the related initiatives:

PERFORMANCE PLANNING FOR EXCELLENCE. The college now has a comprehensive performance evaluation mechanism for all three employee classifications — administrative, support and academic staff. This mechanism, called Performance Planning for Excellence, recognizes that the college depends on the ability of staff to develop existing skills and learn new ones consistent with an increasingly complex and diverse world of work. In response to that, the initiative includes a comprehensive performance planning system, which will provide a meaningful review of the employee's performance while encouraging him or her to plan for future growth and development. Training for all staff is under way to ensure the success of the program.

TRAINING PROGRAMS. One of the key priorities identified by the human resources subcommittee of the college's board of governors was an emphasis on staff training and development. As a result, the college has implemented a series of management training workshops to help managers deal with three critical areas: financial management; service and quality; and human rights. In addition, the college is involved in a transition from a fixed teacher-training program to a more flexible program that can be taken at night or on weekends, for both full-time and part-time faculty.

ENGLISH AS A SECOND LANGUAGE (ESL) TRAINING. George Brown College, in cooperation with several other colleges, has received a grant from Transitions Assistance to implement a training program for college faculty who are not ESL specialists. The program would provide these teachers with specialized teaching techniques and cultural training to enable them to better assist non-native speakers in their classrooms to overcome the language barriers to obtaining skills training. Another part of the grant is for the development of a faculty manual and training guide.

EMPLOYEE ASSISTANCE PROGRAM. George Brown College implemented an employee assistance program last year for all full-time staff. Use of the program proved its need. About 2.5 per cent of staff took advantage of the service, a figure which averages out to over 5 per cent annually.

• **IMPROVING STUDENT SERVICES.**

Following the lead of the business community, which has put an increased emphasis on improving customer service, the college is looking at ways in which it can improve service for its students. Related initiatives include:

DIRECTOR OF STUDENT SERVICES. This year, the college re-created the position of Director of Student Services, which had previously been combined with that of the Registrar. The new director has initiated a number of improvements to student services, including the establishment of a college-wide Student Life Advisory Committee to support further development of effective student services. The committee has volunteer representation by students, faculty, support staff and administration. One of the student events organized by the committee, in cooperation with the Student Administrative Council, was an open forum with the President of the college. The issues identified by students in the forum will form the agenda for the Student Life Advisory Committee over the next year.

SERVICES FOR CONTINUING EDUCATION STUDENTS. With the largest enrolment ever for continuing education — over 60,000 registrations this year — the college continues to investigate ways to better meet the needs of part-time students. Among the initiatives under way are the development of a Continuing Education Advisory Committee of students and staff to advise the college on issues related to part-time students; planning for a comprehensive survey of part-time students to assist development of programs and services; an expansion of the free workshops program, covering a range of topics within the areas of academic study skills, life skills and career development; and the establishment of a bursary fund for part-time students.

CAMPUS INFORMATION CENTRES. Information centres at the Casa Loma and St. James campuses provide information to continuing education students about course and class changes, special events and registration information, along with providing information, brochures and course calendars to visitors to George Brown.

CITY COLLEGE NEWS. *City College News*, formerly a newsletter for college staff, took on a new mandate this year. With an expanded target audience of students, staff and community partners of George Brown, the newspaper is being directed by an editorial board that includes a part-time student, full-time student, support staff member, academic staff member and college administrator. Designed to communicate news, events and special features, *City College News* will also act as a forum for opinions.

WOMEN'S SAFETY. The Women's Safety Committee has completed a second successful year. Made up of students, support staff, academic staff and administrators, the committee has undertaken safety audits of all college buildings. Significant improvements to several buildings have already been completed; for example, safety mirrors for blind corners, major upgrades to lighting both within buildings and in parking lots, and improvements in signs to assist rapid exit from buildings. In addition, the Continuing Education Department launched a pilot project called **Safe Walking**, where students and employees are walked to their cars or public transportation at night on request. **Safewalkers** also visit continuing education classes to raise safety awareness.

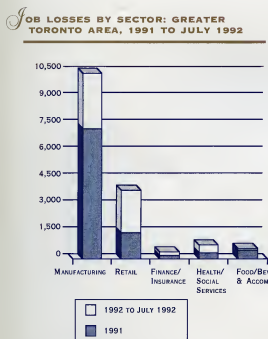
George Brown has been very active in the **Men Against Violence Against Women** campaign, known as the **White Ribbon** campaign. One of the college's faculty members is a co-founder of the national organization and George Brown participated by having people stationed at entrances to all campuses handing out white ribbons and pamphlets explaining the campaign.

• INCREASING ACCESS.

Access continues to be a major priority of George Brown College. With a commitment to access and success for all community members, especially non-traditional learners, the college continues to develop new programs and services to support that goal. They include:

SCHOOL OF LABOUR. George Brown College and the Labour Council of Metro Toronto and York Region established a joint School of Labour to address economic needs in Toronto and improve worker access to the college through a number of projects and activities. One of the first activities of the new school was a **Labour Adjustment Project** assisting some of the 175 workers laid off from manufacturing jobs at Lancia-Bravo Foods. The project involved School of Labour staff members offering on-site counselling, testing and referral to workers.

APPRENTICESHIP SUPPORT OFFICE. Created to establish and coordinate initiatives to improve the access, retention and success of apprentices, the Apprenticeship Support Office provides recruitment of new apprentices, employer outreach, support to apprentices and students preparing for apprenticeships, follow-up, and a data bank to link employers with apprentices. A special focus of the office is on members of equity groups, especially women, visible minorities, aboriginal people and people with disabilities. In addition, Apprenticeship Training for Equity Groups provides an introduction to the construction trades for members of equity groups interested in apprenticeships.



SOURCE: TORONTO ECONOMIC DEVELOPMENT DIVISION STATISTICS

TRAINING AND EMPLOYMENT SERVICES. The college is proud of its responsiveness to federal and provincial initiatives this year to address the consequences of tremendous unemployment in Toronto. Over the year, the Training and Employment Services Department provided career counselling and skills training to over 2,200 unemployed men and women whose unemployment insurance benefits were about to run out. In addition, a new Planning for Employment program for people on social assistance who have exhausted their unemployment insurance benefits is being funded by Metro Social Services, representing a new community partnership for George Brown.

NATIVE COUNSELLING PROJECT. George Brown College is committed to providing support to Native people to increase opportunities for success in training and employment. In cooperation with the Native Canadian Centre, the Native Students Counselling Unit offers the services of a Native counsellor to assist Native students enrolled at the college. In addition, with funding from the Greater Toronto Aboriginal Management Board, George Brown is running the Aboriginal Employment Counselling and Career Planning Project, which provides career counselling and training in job search techniques to 15 students at the Native Canadian Centre.

METRO DISTANCE EDUCATION. The Metro Distance Education Project, with a grant from the Transitions fund, will provide access to college courses for people unable to attend regular classes. The project will develop computer-based programming to upgrade basic communication and numeracy skills. George Brown plans to place learning stations in a number of community centres, increasing access throughout Toronto.

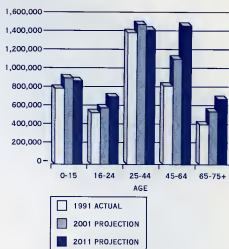
• **DEVELOPING NEW PROGRAMS TO MEET COMMUNITY NEEDS.**

George Brown regularly develops new programs designed to fulfill the changing and expanding needs of the community. The following programs were introduced or expanded this year:

INTERNATIONAL TRADE. Responding to increased emphasis on a global business community, George Brown created its International Trade program for college and university graduates with work experience. The 32-week post-diploma program is designed to teach students to be proficient and professional in dealing with products, services and customers in an international or multinational environment.

HUMAN RESOURCES MANAGEMENT. The Human Resources Management program was developed in response to the growing recognition in business that people are its most important resource. The business of human resources has become increasingly complex and this two-year diploma program will train students in all areas of human resources management.

**PROJECTED DEMOGRAPHIC SHIFT
IN THE TORONTO REGION, 1991-2011**



SOURCE: DATA FROM METROPOLITAN TORONTO
BUSINESS AND MARKETING GUIDE, 1992

CAREER AND WORK COUNSELLING. The two-year Career and Work Counselling diploma program, the first of its kind in Canada, was developed by a 25-member advisory committee of career development experts. With a focus on people already practising in the field, it is being offered on a part-time basis to allow participants to expand and update their skills while continuing to work. It will be offered as a full-time program starting in September 1993.

INTERNATIONAL DENTURIST EDUCATION CENTRE. George Brown College has developed an international reputation for training in denture therapy. In addition, new legislation in Ontario that will expand the scope of practice for denturists has created a need for upgrading. The IDEC will provide training, upgrading and consulting services to denturists across Canada and internationally.

HEARING DISPENSER PRACTITIONER. The one-year Hearing Dispenser Practitioner program was created to fill a need for formal training for hearing aid dispensing, as identified by the provincial government. It is designed to train practitioners to provide quality dispensing services, primarily through self-employment.

ESL STRATEGY. In addition, as part of our goal to offer innovative and cost-effective ESL training in our community, George Brown is developing a comprehensive ESL strategy. It will include such elements as: courses in English for special purposes and English for social purposes; courses specifically for international students; an expanded program in teaching English as a second language and a new program in vocational teacher training in ESL; curriculum development, research, marketing and sales; and an examination of learning technology for language instruction. The ESL training program and manual mentioned earlier in this report and a prototype program in English for Academic Purposes mark the first steps of the ESL strategy.

AS ONE OF a network of community colleges in Ontario, George Brown is committed to helping to resolve issues that affect the system as a whole.

RESTRUCTURING. The college supports the creation of a College Restructuring Steering Committee, which is investigating ways of improving the efficiency and effectiveness of the college system. We hope the efforts of the committee will include developing a system for easier movement of staff among colleges to minimize dislocation, and creating mechanisms for sharing resources among colleges, as in the recent central application processing centre in Guelph.

HAY REFORM. A logical extension of restructuring is the reform of the system by which administrative staff in colleges are paid. We believe the current Hay evaluation process encourages the status quo and the continuation of bureaucratic structures. It fails to support streamlining of processes or partnering with other divisions or institutions. A new system that recognizes the more complex nature of decision-making and problem solving in today's organizations would facilitate organizational change.

PROGRAM COST-BENEFIT MODEL. George Brown took the initiative in proposing a program cost-benefit model for the central region and we support the adoption of a system-wide model. Such a model will allow colleges across the province to assess program cost-benefits relative to similar programs being offered at other colleges. ACAATO (Association of Colleges of Applied Arts and Technology of Ontario) has received funding under a Transitions grant to develop a provincial model and George Brown is represented on the project's steering committee.

ENROLMENT GROWTH. While funding decisions are made system-wide, enrolment continues to be determined at the college level. From 1989-90 to 1991-92 the grant per funding unit in current dollars decreased from \$5,234 to \$4,852. It is time to consider a system-wide enrolment strategy in concert with system-wide funding planning to ensure that service and quality do not suffer.

I. STUDENT ENROLMENT 1991-1992

FULL-TIME PROGRAMS:

APPRENTICESHIP:	217,331.5 training days
CEIC DIRECT:	231,124 training days
POST-SECONDARY:	9,420 weighted funding units*
TUITION SHORT:	2,191.25 weighted funding units*

CONTINUING EDUCATION COURSES:

FULLY FUNDED:	1,409 funding units*
UNFUNDED:	333,652 student contact hours*

* Subject to final audit.

II. GRADUATE EMPLOYMENT

SUMMARY	Graduates	Available for Employment				Employed			Salaries		
		Total Employed	Seeking Employment	Further Education	No Response	Full-time	Part-time	Unrelated	Starting Salary Range	Average Starting Salary	# of Salaries Reported
Business	357	134	46	40	137	116	9	9			118
Community Services	367	208	38	21	100	176	28	4			184
Fashion	127	41	23	17	46	32	5	4			30
Graphic Arts	134	71	21	1	41	55	2	14			42
Health Sciences	497	309	21	11	156	251	52	6			264
Hospitality	267	123	21	19	104	112	9	2			95
Performing Arts	10	2	1	—	7	2	—	—			2
Technology	337	101	58	131	47	89	1	11			64
TOTAL	2,096	989	229	240	638	833	106	50			799
Per cent		81%	19%			69%	8%	4%			66%

George Brown



The City College



1967 - 1982

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